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ABSTRACT

In 1969, the Moraine Valley Community College (MVCC) Testing Center was established to provide a controlled atmosphere in which students could take tests assigned by their instructors. In 1983, a study of the center was conducted involving: (1) a review of ERIC materials, a survey of area colleges, and site visits to other educational testing centers to gather comparative information on staffing, procedures, and functions; (2) an analysis of the per-test cost of administering tests at the center compared to the cost of administering tests in-class; and (3) an analysis of the benefits of the center as observed by its staff and revealed by instructor comments. The study revealed that no other college used its testing facility with the same volume and variety of tests as MVCC; that the MVCC Testing Center was somewhat more sophisticated in regard to test scoring and reporting; and that it provided the greatest number of testing hours and the best test security. The cost analysis found that the Testing Center administered exams for 49% of the cost of a faculty member administering an exam ($0.77 compared to $1.73). Faculty and Testing Center staff felt the benefits of the center included the use of faculty time for teaching rather than test administration; increased time for and convenience of test taking for students; prompt feedback; and privacy. Recommendations for incorporating practices of the other testing centers are included in the report. (LAL)

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A Cost/Benefit Analysis of the Moraine Valley Community College Testing Center Palos Hills, Illinois

by
Jennifer Anderson
November 1983

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Historical Account

In 1969, the Moraine Valley Community College Testing Center was established. The function of the Testing Center was to provide a controlled atmosphere in which students could be administered exams as assigned by their instructors. In 1969, the Testing Center was used solely as the facility where the newly developed auto-tutorial courses would test their students. The Test Usage Report from 1970 indicates that approximately 4,000 tests were administered during the 1969-1970 academic year.[1] The staff at this time consisted of a Director, whose main responsibility was to assist instructors in the construction of instructional development packages, a secretary, and two student aides to administer the exams. This researcher was one of those two aides in 1969.

The Test Usage Report 1982-1983 indicates that 36,453 tests were administered.[2] The staff in the Testing Center now consists of a Testing Technician who supervises four part-time clerks. This researcher is the Testing Technician. The growth and evaluation of the Testing Center and its role in

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[1]Ronald Svara, Test Usage Report 1969-1970, Moraine Valley Community College, 1970.

[2]Jennifer Anderson, Test Usage Report 1982-1983, Moraine Valley Community College, 1983.

the instructional process is what interested this researcher enough to want to analyze it in depth. This research project will consist of a comparative analysis of other educational Testing Centers in regard to their staffing, procedures, and function. A cost/benefit analysis of the Moraine Valley Community College Testing Center will also be presented as evidence that may indicate why the Testing Center has grown to such proportions and still exists in this time of cost-cutting educational programs. In order to aid the reader, this researcher feels that a more detailed historical account of the evolution of the Testing Center is necessary.

As stated earlier, the Testing Center was formed in 1969 to act as the site for the testing of students whose instructors were experimenting with the relatively new instructional process of teaching with the assistance of audio and/or visual modules. The center at this time was also where the equipment and instructional modules were housed. Students would come to the center and request the instructional module they required, whether it was a sound-on-slide presentation, programmed instructional book, or film loop. These modules would be given to the student and usually, upon their completion, the student would be required to take an exam. The scope of the Testing Center at this time was very limited. Only those faculty members involved in this instructional process were allowed to use the Testing Center facility. There were approximately fifteen individual testing carrels at this time. Space alone was responsible for the limitations.

Within the next three years, two other institutional developments occurred which forced a re-evaluation of the purpose and role of the Testing Center in regards to its contribution to the instructional process. The first of these developments was the proportion of registering students to available classroom space. Moraine Valley Community College (MVCC) was experiencing growing pains. To combat this problem, classroom space and class scheduling were utilized to the maximum. Because of this scheduling problem, instructors found that their students could not always complete a course exams within the usual fifty minute class period. The student could not remain after class to complete an exam because another class was waiting to use the room. The second development that occurred was totally overlooked during the physical design stage of the classrooms themselves. Instead of individual desks, the classrooms consisted of long tables with chairs. The philosophy of the college in the beginning revolved around innovation. This included innovation in the physical construction. The open-classroom concept was one of these physical innovations. Between the tables and chairs and classrooms without walls, it was next to impossible for students to concentrate during a test because of distractions. Because of these two developments, instructors approached the Testing Center in 1971 requesting permission to use the controlled atmosphere of the Testing Center for administration of their exams. By this point,

there was also discussion revolving around relocating the Testing Center and expanding its seating capacity. Between 1971 and 1975, the Testing Center moved two more times, each time improving its ability to provide the atmosphere and space necessary for students to take tests without distractions. In the 1974-1975 academic year, 26,615 tests were administered, and the Testing Center was moved to its present location, a secluded portion of the Library within the Learning Resource Center, with a seating capacity of thirty-six.[3] Since 1975, the Testing Center has been experiencing the same growing pains as those of the college, and because of the limitations of space, it has had to develop Testing Guidelines (see Appendix A).

It is because of this researcher's long time involvement in the Testing Center that a project investigating other Testing Centers and conducting a cost/benefit analysis of the Moraine Valley Testing Center was undertaken. The first step this researcher took in performing an analysis of other Testing Centers was to conduct an ERIC Database search. ERIC is the complete database on educational materials from the Educational Resources Information Center. It consists of two main files: Resources in Education, which is concerned with identifying the most significant and timely unpublished educational research reports and projects; and Current Index to Journals in Education, an index of more than 700 periodicals of interest to every segment

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[3]Jennifer Anderson, Test Usage Report 1974-1975, Moraine Valley Community College, 1975.

of the education profession. This search resulted in the finding of 123 printed documents with the search descriptor titles of Testing Centers or Learning Resource Centers. From reviewing these 123 abstracts, this researcher located five articles appropriate for closer review. Of these five complete articles, one proved to be particularly relevant.[4]

The second step in comparing and analyzing other Testing Centers was to conduct a survey of other area colleges to determine whether or not they had a Testing Center, and if they did, what were the similarities and differences (see Appendix B). Because it was not known beforehand whether or not a college had a Testing Center, the survey was conducted over the telephone. Fifteen colleges were surveyed. The problem encountered during this portion of the project was locating a significant number of Testing Centers whose purpose and use was similar to the Moraine Valley Testing Center. This proved to be very difficult, but of the four colleges identified as being somewhat similar, three were visited personally by this researcher.

The second portion of this project will be to conduct a cost/benefit analysis of the Moraine Valley Community College Testing Center. This procedure will begin with a cost analysis. The cost analysis will consist of a comparison between the cost of the Testing Center to administer an exam and the cost of a faculty member to administer an exam. The cost of the Testing Center to administer an exam will be determined by taking the

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[4]Aural Umhoefer, "Learning Resource Center at the Baraboo Campus of the University of Wisconsin Center System," 1975, (Reference number ED 116698).

total budget allocated to the Testing Center and dividing it by the total number of tests administered.[5] The cost of a faculty member to administer an exam will be determined by first estimating the average class size. This will be calculated by taking a random sample of 300 three credit hour courses and adding up the number of students enrolled.[6] This total will be divided by 300 to calculate the average class size. The average salary a faculty member receives per class session then needs to be determined. This will be calculated by taking one-half the average base salary of a faculty member, (which is equal to one semester), and dividing it by the number of three credit hour courses it takes for a faculty member to teach a full-time load.[7] This procedure will indicate the amount of salary a faculty member is paid to teach a course. To get the per class session salary, the course salary is divided by the number of class meetings. The cost per test for a faculty member to administer an exam will finally be calculated by dividing the average salary per class session by the average number ofstudents per course. After the Testing Center cost per test and the faculty cost per test have been calculated, they will be compared.

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[5]Moraine Valley Community College, Testing Center Budget, 1982-1983; Jennifer Anderson, Test Usage Report 1982-1983, Moraine Valley Community College, 1983.

[6]Moraine Valley Community College, Baccalaureate/Occupational Seat Count Report, Fall 1982.

[7]Illinois Community College Board Salary Survey,1982-1983.

The benefit analysis of the Testing Center will then be detailed. These benefits will be those which have been observed by the Testing Center staff and those which have been communicated to this researcher by the faculty who regularly use the Testing Center. These benefits will be subjective in nature and unable to be proven quantatively.

Results

The search of printed materials through ERIC resulted in five articles, each one discussing the use of a Testing Center as a specific facility designated only for the purpose of students to take tests. Of the five articles this researcher reviewed, four of them dealt with a facility whose only function was the administration of diagnostic tests during an appointed time slot. The fifth article was the most relevant, and it was entitled, "Learning Resource Center at the Baraboo Campus of the University of Wisconsin Center System." It was written in 1975 and addressed itself to the fact that a Testing Center was established to accommodate the testing needs of students who were participating in independent study courses. This was one of the exact reasons why the Testing Center at Moraine Valley was originally established. Because of this relevant data, this researcher felt that it would be beneficial to include the University of Wisconsin in the telephone survey of colleges which was to be conducted next. They were: Chicago State University, College of DuPage, Daley College, Elgin Community College, Governors State University, Harper Community College, Loop College, Morton Community College, Prairie State Community College, St. Xavier College, Thornton Community College, Triton Community College, and the University of Wisconsin/Baraboo Campus. The majority of those surveyed indicated that they did

do testing, but it was diagnostic in nature and took place in a classroom at a scheduled time. In this category were seven colleges. Four other colleges indicated that not only placement and diagnostic tests were conducted, but independent study and tele-course tests were administered. There were four colleges surveyed, though, who used their Testing Centers in somewhat the same manner as the Moraine Valley Testing Center. These were Triton, Harper, Oakton, and College of DuPage.

Because this researcher felt that these four college Testing Centers were comparable in some aspects of their operation, they were selected for an on-site observation. The aspect comparable to Moraine Valley was that all four colleges had a specific facility designated for testing only, and it administered make-up exams besides vocational interest, independent study, tele-course, and assessment tests. During the research for this project, this researcher did not observe Triton College because in 1982 a visit of their Testing Center had already been accomplished. During that visit, it was found that Triton used a designated portion of their Audio-Visual Department for students to take make-up tests. Their usage rate in 1982 was 500-600 tests administered per year. There were nine carrels reserved for testing, and the area was supervised by their Media Services supervisor.

Harper College had a specific testing department with twenty-four seats available for testing. Because they were at a shortage as far as staffing, the testing was conducted on an appointment basis only. The students would call in the day

before to alert the staff that they would be in the next day to take an exam. The staff member would give them a time at which someone would be available to administer it. The testing services were supervised by the Student Development Department. No usage data was available, but the Testing Center did conduct the testing for seven tele-courses now being offered.

Oakton Community College's Testing Center consisted of seventeen desks in one room with the testing monitor located in a room next door with a glass window for viewing. Oakton administers approximately 500-800 tests per month in this facility. Most of the exams are for media-based courses and placement tests. There are two rotating staff members who come under the supervision of the Instructional Support Services.

The last college observed was the College of DuPage. This college Testing Lab administers approximately 35,000 tests per year. This heavy usage is due to the fact that the college operates an Alternative Learning schedule with seventy courses being offered. Once again, the testing facility was a small classroom converted into the Testing Lab with thirty test desks available. The College of DuPage seemed to be the college with the most similarities in operation to the Moraine Valley Testing Center. They were open fifty-one hours per week, and no student had to make an appointment. Identification was necessary to receive a test and make-up tests were filed in a manner similar to Moraine Valley's. Although the procedures were similar,

the physical set-up was quite dissimilar. The room was a very tiny classroom with portable desks to write on. This seemed very awkward, and the closeness of the desks made mobility very difficult. One distraction seemed to be the fact that a door had to remain closed because of the noise level in the hallway, and everytime the door opened, closing it seemed distracting. Two observations were made by this researcher which seemed to be beneficial. There was a test scoring machine in the room where the staff would score a student's computer test immediately, and a formal procedure to follow to report a testing irregularity when necessary.

The results of the cost analysis of the Testing Center administering exams versus the Moraine Valley faculty members administering their exams is as follows:

Testing Center cost to administer one exam =

$$\frac{\text{Total Testing Center Budget}}{\text{Total Tests Administered}} = \frac{\$28,079.94}{36,453} = \boxed{.77}$$

Faculty member cost to administer one exam =

1. Average class size =

$$\frac{\text{Total enrolled in sample}}{\text{Number in sample}} = \frac{8,023}{300} = 26.7 = 27$$

(See Appendix C).

2. Average salary per course =

$$\frac{\text{1/2 base salary}}{\text{Number of 3 credit hour courses needed to teach full-time}} = \frac{\$11,926}{5} = \$2,385.20$$

(Average base salary is $23,852 per faculty member, and since 15 credit hours is a full-time teaching load, 5 three credit hour courses equals a full-time load).

3. Salary per class session =

$$\frac{\text{Salary per course}}{\text{Number of class sessions per 3 credit hour course}} = \frac{\$2,385.20}{51} = \$46.77$$

(17 weeks per semester x 3 sessions per week).

4. Cost per test to administer =

$$\frac{\text{Salary per session}}{\text{Average number of students per course}} = \frac{\$46.77}{27} = \boxed{\$1.73}$$

(All figures used in this analysis are taken from the 1982-1983 budget and academic year).

The benefit analysis as determined by the Testing Center Technician and the Moraine Valley faculty is as follows:

1. Students receive the benefit of the faculty members spending their time teaching the material more thoroughly in the classroom or tutoring on an individual basis rather than spending class time administering and monitoring an exam.

2. Students benefit by not being pressured to complete an exam within a specified time period. The restrictions experienced in the classroom as to time allocation do not apply.

3. Students benefit because they can take an exam at their own convenience within a given time span, usually two or three days, and can be more prepared with the added time available for studying or tutoring.

4. The students in any course which use the Testing Center answer form benefit because their tests are scored every day and students know their results within 24 hours.

5. Students benefit because faculty members are more willing and likely to grant a make-up test or re-test for a student if it does not involve their own time.

6. Faculty members benefit because they are able to give a more comprehensive exam because there are no time restraints.

7. The faculty members benefit if they use the Testing Center answer forms because the Testing Center staff handles the scoring and maintains a cumulative printout of test scores for their use.

8. Faculty members benefit because their tests are being administered by a staff who are experienced in handling testing irregularities and all the procedures involved in the security of testing materials.

9. The faculty and students benefit because the Testing Center facility was designed especially to provide maximum privacy and solitude.

10. The faculty members benefit because they are able to take more time during the semester to cover the necessary course material.

11. The college benefits because students are more likely to enroll in Independent Study and Tele-course offerings if they know that they will be able to work ahead and possibly complete an entire course,

including exams, in perhaps eight weeks or less. Most students enroll in these courses because they are motivated and do not want to be held back because of the availability of an instructor to administer an exam.

12. The college itself benefits because they are able to offer self-paced learning opportunities which require staggered testing.

Conclusions

The purpose of this project was to analyze the costs and benefits of the Moraine Valley Community College Testing Center. In order to suggest procedural recommendations for the Testing Center, this researcher conducted a survey and an analysis of other college Testing Centers.

After completing the survey of other Testing Centers, is was concluded by this researcher that the Moraine Valley Testing Center was unique in its scope and depth. No single college utilized its facility with the same volume and variety of tests as the Moraine Valley Testing Center. No other college ever used its Testing Center as an alternative to classroom testing.

Even though the use of other college Testing Centers was limited, the different procedures followed were beneficial to observe. All colleges surveyed expressed similar concerns, such as test security, the need for accurate student identification procedures, the desire to provide an appropriate atmosphere for taking a test, and the importance of eliminating the opportunity for testing irregularities to occur.

This survey data, along with the personal observations of other Testing Centers by this researcher, could lead to the conclusion that the Moraine Valley Testing Center may provide the best environment and security for test administration

of those colleges included in the survey. The Moraine Valley Testing Center does not require any notification by a student before taking an exam. No special arrangements or appointments are ever necessary. During peak hours of the day, two staff members are on duty to provide extra test security. The secluded location of the Testing Center provides an atmosphere with minimal distractions. There are no doors or hallways which could create non-essential traffic and the resulting noise and confusion.

There were some procedures observed in other Testing Centers which could be useful, and there were some procedures that Moraine Valley has developed that other colleges indicated could be useful to them. The College of DuPage has an Incident Report form which would be filled out if any staff member observed a testing irregularity. (See Appendix D). It also had a form to attach to all exams where any special instructions for administration of the exam would be indicated. The Moraine Valley Testing Certer did not have a formal procedure for either one of the activities. The College of DuPage Testing Lab dealt with the closest number of students to the Moraine Valley Testing Center. A test scoring machine was located in its Testing Lab. Students enrolled in only the Alternative Learning courses were able to have their tests immediately scored and returned. After viewing by the student, the answer sheets were given to the instructor to record the scores. The Moraine Valley Testing Center has a computer answer form and a

program written for scoring tests. This program was written specifically for the needs of the Testing Center and generates a daily cumulative printout for students and instructors. Students do not have to wait more than 24 hours to receive their test scores. In comparison to the College of DuPage, the return time to the student is longer at Moraine Valley, but the use is not limited to Alternative Learning only, and a permanent record of test scores is available for student and instructor use. (See Appendix E).

There are several procedures that the Moraine Valley Testing Center follows that no other college surveyed duplicated exactly. This could be due to the fact that the other colleges did not handle the volume or variety of tests as that of the Moraine Valley Testing Center. One of these procedures was keeping a log of all tests submitted to the Testing Center. Another was the Moraine Valley Testing Center's numerical system for filing tests. Other colleges used an alaphabetical system, either by discipline or by instructor. This would be very awkward and disorganized with the volume of tests the Moraine Valley Testing Center handles. Moraine Valley also took the most aggressive measure for making sure that students are taking their own exams. No other college had its own identification card file with photos of students attached. This card also acts as a record of all the tests a student takes in the Testing Center.

Three of the four colleges this researcher observed had Testing Centers in former classrooms with desks arranged in rows.

This did not appear, to this researcher, to sufficiently separate students while they were taking exams. The Moraine Valley Testing Center has individual carrels for testing which provide maximum security and privacy. There are no doors or hallways either, both of which seemed to distract students in other Testing Centers observed by this researcher.

The overall conclusions of this portion of the project as seen by this researcher are the following:

1. The Moraine Valley Testing Center provides the best facility for taking tests.

2. The Moraine Valley Testing Center was somewhat more sophisicated in regard to test scoring and reporting.

3. The Moraine Valley Testing Center had a filing system similar to, yet more formalized than other Testing Centers.

4. The Moraine Valley Testing Center administered the greatest variety and volume of tests.

5. The Moraine Valley Testing Center provided the greatest number of testing hours.

6. The Moraine Valley Testing Center took the most precautions to insure test security.

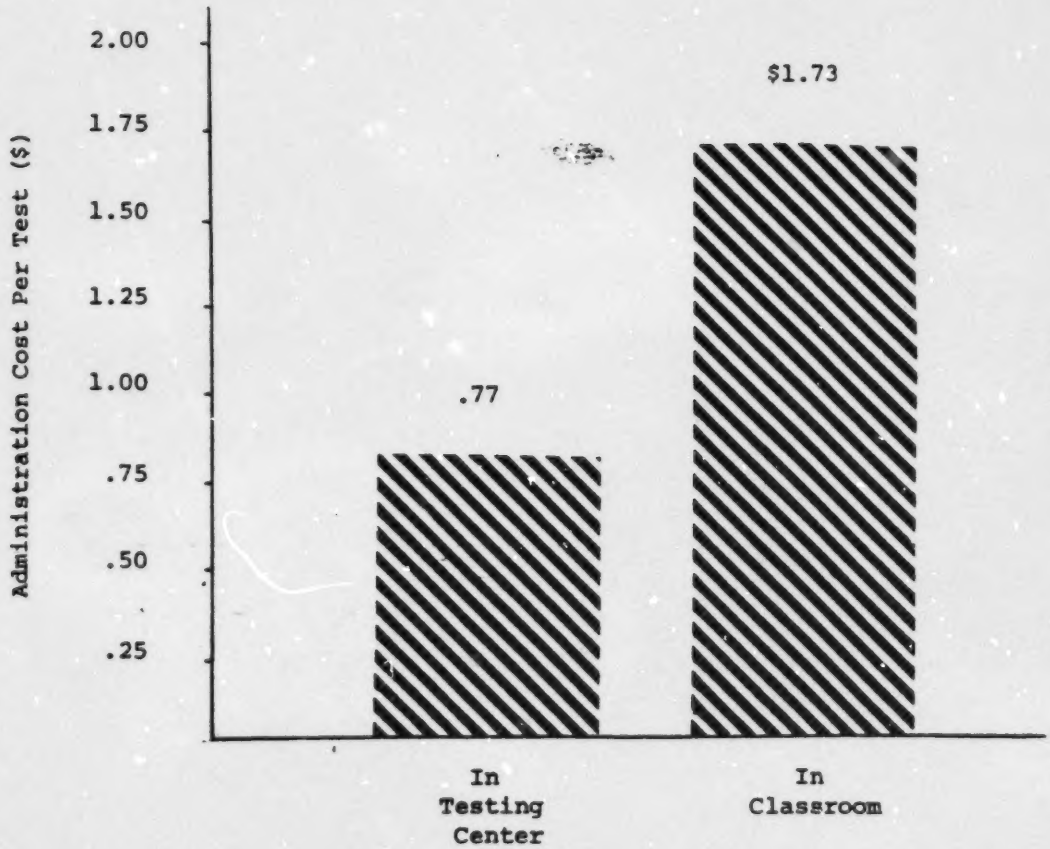
7. The Moraine Valley Testing Center needed a more formalized procedure for reporting testing irregularities.

8. The Moraine Valley Testing Center needed a manner in which to inform every Testing Center staff member of the specific instructions for the administration of every exam.

9. The Moraine Valley Testing Center should be utilized, as in other colleges, more heavily in the area of placement testing.

The conclusion of the cost/benefit analysis is that the Moraine Valley Community College Testing Center can administer an exam for 49% of the cost of a faculty member to administer an exam, and the benefits as listed on pages 13-15 seem to outweigh the costs. A bar graph below depicts this information.

Costs to Administer an Exam
Per Student



Recommendations

1. Design and implement a formal procedure for reporting a testing irregularity. (See Appendix F).

2. Design and implement a form for internal use to describe the procedures to follow for the administration of each exam. (See Appendix G).

3. Investigate the possibilities to participate on a full-time basis as the site for Placement Testing.

4. Submit this report to the Executive Dean for Learning Resources and discuss the conclusions of the research.

5. Accept recommendations from the Executive Dean as to how the cost savings analysis can be utilized if discussions occur in the future as to the function of the Testing Center in the instructional process.

GUIDELINES GOVERNING THE LRC TESTING CENTER

The Robert E. Turner Learning Resources Center provides a Testing Center to serve as support for those instructional modes requiring deviations from the traditional mode for evaluating students. The guidelines presented below will govern the types and manner in which the Center will administer and monitor tests.

I. The following types of tests will be accepted for proctoring by the LRC Testing Center:
   - A. Tests based upon individualized and/or programmed materials.
   - B. Tests on supplementary materials located in the LRC which are used as part of a traditional mode of instruction.
   - C. Make-up tests.
   - D. Tests for "traditional" modes of instruction subject to procedures delienated in item III below.
   - E. Tests developed for General Studies courses and those that are schedule in the Non-traditional Learning Subdivision.

II. The following services will be provided by the Testing Center:
   - A. Adminster and monitor those tests accepted by the center.
   - B. Collect and then return to the instructor all unauthorized material used by the students.
   - C. Arrange for computer scoring of tests when the IBM answer sheet is used.
   - D. Give next day results of computer-scored tests to the students.
   - E. Record the tests each student takes throughout his tenure as a registered student.
   - F. Photograph each new student for purposes of identification.
   - G. Report student scores to the instructor twice a week.

III. The following responsibilities are to be assumed by the instructor.
   - A. Not assigning a testing session in lieu of a regular class meeting in those sections utilizing the "traditional" mode of instruction.
   - B. Preparing the tests which will be placed in the Testing Center.
   - C. Obtaining a test number before informing his students of its availability in the Testing Center.
   - D. Informing the student of the number assigned to each test.
   - E. Assuring that a sufficient number of tests are available in the Testing Center to handle anticipated demand.
   - F. Submitting the answer key at the time the test is submitted to the Testing Center.

IV. The following services will not be provided by the Testing Center.
   - A. Administer tests requiring "timing."
   - B. Administer tests to the members of an entire class at one specific time.
   - C. Show completed tests to students once they have relinquished them to the Testing Center.

Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, Illinois 60465

NAME OF COLLEGE _____

ADDRESS _____

TELEPHONE NUMBER _____

PERSON/AREA/DEPARTMENT CONTACTED _____

_____

1. What are the objectives of your department? _____

_____

_____

2. What function do you play in the instructional process? _____

_____

_____

3. Under whose institutional control are you under? _____

_____

_____

4. How are you staffed? _____

_____

5. What are your hours? _____

_____

6. How many tests do you administer a year? _____

7. How is your facility set up? _____

_____

ADDITIONAL COMMENTS:

_____

_____

_____

_____

_____

_____

Randon Sample
of Three Credit Hour Courses
and Their Enrollment
(MVCC Baccalaureat/Occupational Seat Count Report Fall 1982)

32	3	32	35	24	24	32	30
13	5	33	28	18	12	28	19
26	15	21	26	24	24	18	28
28	18	44	28	31	31	11	23
24	17	27	7	33	19	19	32
25	17	33	21	32	12	25	25
9	18	35	18	32	24	36	27
21	16	18	10	31	31	41	24
19	11	32	14	32	35	19	32
10	21	26	30	28	30	16	12
12	29	7	26	34	35	33	32
7	31	18	16	33	28	11	22
23	35	28	27	34	30	36	33
12	29	34	27	31	24	39	39
31	30	30	32	31	17	12	11
16	29	35	33	31	20	31	24
20	34	29	30	26	16	36	35
11	32	14	35	27	16	26	30
13	32	33	31	30	18	20	35
19	34	30	34	27	24	28	19
13	37	17	33	28	29	31	16
14	29	35	34	18	25	21	28
19	35	22	16	23	28	24	33
18	30	13	33	17	35	30	11
9	27	15	19	18	36	21	34
14	31	14	25	20	32	11	21
1	33	24	20	22	33	14	34
11	28	30	27	29	37	16	32
33	35	10	26	28	34	28	26
33	33	35	27	13	32	34	32
23	32	33	33	23	15	33	31
32	25	25	33	33	20	6	14
35	29	29	24	34	32	10	24
22	33	33	14	23	34	33	32
9	25	28	25	33	25	32	31
27	28	25	33	24	28	18	30
32	16	19	32	30	9	32	14
24	34	20	26				

Total = 8,023

$$\frac{8{,}023}{300} = 26.7 = 27 \text{ students average per class}$$

Appendix D

TESTING AND ALTERNATIVE CREDIT
TESTING IRREGULARITY REPORT

Any conduct by students affecting the testing of an individual or individuals should be described in detail on this report form. Copies of any pertinent information which have been taken from the student should be attached to the instructor's copy of this report. This report will be forwarded to the Associate Dean of Academic Alternatives, a copy will be attached to the results of the test and forwarded to the instructor, and a copy will be maintained in the Testing Lab.

I. _____ _____ _____ ☐AM ☐PM
Day Date Time of Testing Irregularity

II. _____ III. _____
Day and Date of Report Reported By

IV. Location: ☐Testing Lab (A3083) ☐Testing Office _____ Other

V. TESTING IRREGULARITY:

_____ _____
Name of Student(s) Student ID Number

_____ _____
Name of Course and Test Number Instructor's Name

DESCRIPTION OF IRREGULARITY: _____

_____

_____

_____

_____

_____

_____

☐MORE DETAILS ON BACK

VI: STUDENT SECTION: *Report will be filed whether student signs or not.

*I have read the above statement: _____ _____
Student Signature Phone No.

☐Student has seen report.

☐Student has not seen report. _____ _____ _____
Address City State

Comments: _____

_____

VII: Instructor Section:

DISPOSITION: ☐"F" Grade ☐Student Withdrew ☐Administrative Withdrawal

☐Retest Different Form ☐Other Disciplinary Action

Original - Associate Dean of Academic Alternatives
Yellow - Instructor
Pink - Testing Lab

Revised 5/82

SOC.SEC.NO.	COURSE/SECT	TEST RCPT	DATE	SCORE	O/O	INCORRECT RESPONSES
	TOTAL NUMBER OF TEST 005			054/060	090	
344 64 4386	BIO111-52	006A 8756	09-07	013/015	086	008 014
	BIO111-52	007A 9641	09-14	013/015	086	001 010
	BIO111-52	008A 1477	09-30	006/010	060	002 007 008 009
	BIO111-52	009A 1522	09-30	009/010	090	003
	MTH115-30	497A 1099	10-05	009/014	064	001 006 007 013 014
	MTH115-30	625A 8485	09-02	013/020	065	004 006 007 013 015 019 020
	MTH115-30	625B 9073	09-09	018/020	090	001 014
	MTH115-30	626A 0173	09-16	013/020	065	003 005 006 007 011 015 019
	MTH115-30	626B 1128	09-29	012/020	060	007 008 009 010 011 013 016 018
	MTH115-30	627A 0763	09-23	012/020	060	001 002 003 004 011 012 014 015
	MTH115-30	627B 1136	09-28	014/020	070	003 004 009 010 012 014
	TOTAL NUMBER OF TEST 011			132/184	072	
344 64 8835	BIO111-50	001B 8680	09-02	009/010	090	008
	BIO111-50	006A 9080	09-09	014/015	093	008
	BIO111-50	007A 0718	09-22	012/015	080	001 005 008
	BIO111-50	008A 1796	10-05	008/010	080	006 007
	BIO111-50	009A 2394	10-13	010/010	100	
	TOTAL NUMBER OF TEST 005			053/060	088	
344 66 4552	BIO180-05	656C 8054	08-26	005/005	100	
	BIO180-05	661A 8053	08-26	038/045	084	024 028 034 036 041 043 045
	TOTAL NUMBER OF TEST 002			043/050	086	
344 66 4915	MTH140-01	257D 0423	09-20	019/021	090	010 017
	MTH140-01	258C 1395	09-30	028/030	093	013 021
	MTH140-01	259F 2306	10-11	012/016	075	003 004 007 009
	TOTAL NUMBER OF TEST 003			059/067	088	
344 66 5979	BIO111-02	001B 9566	09-14	010/010	100	
	BIO111-02	006A 9591	09-14	014/015	093	009
	BIO111-02	007B 1082	09-28	014/015	093	013
	BIO111-02	108B 9571	09-14	010/010	100	
	TOTAL NUMBER OF TEST 004			048/050	096	
344 68 0053	BIO180-02	656B 8186	08-30	004/005	080	005
	BIO180-02	657B 8340	08-31	004/005	080	005
	BIO180-02	658B 8988	09-08	003/005	060	001 004
	BIO180-02	661A 8183	08-30	035/045	077	006 008 019 020 024 028 033 034 041 045
	TOTAL NUMBER OF TEST 004			046/060	077	
344 68 0134	BIO111-08	001A 8325	08-31	008/010	080	008 009

MORAINE VALLEY COMMUNITY COLLEGE ILO06

Faculty Use Printout TEST RESULTS BY COURSE Appendix E-2

SOC. SEC. NO.	COURSE/SECT	TEST	RCPT	DATE	SCORE	O/O	INCORRECT RESPONSES
359 66 9494	BIO111-14	001B	8642	09-02	010/010	100	
	BIO111-14	006B	8057	08-26	015/015	100	
	BIO111-14	007A	8056	08-26	015/015	100	
	BIO111-14	008B	1810	10-06	010/010	100	
	BIO111-14	009A	1809	10-06	010/010	100	
	BIO111-14	108A	8643	09-13	009/010	090	005
	BIO111-14	108B	8643	09-02	003/010	030	001 003 004 005 006 007 008
	BIO111-14	108B	9459	09-14	010/010	100	
	TOTAL NUMBER OF TEST	008			082/090	091	
318 32 2554	BIO111-14	001B	1215	09-29	010/010	100	
	BIO111-14	006A	1216	09-29	014/015	093	008
	BIO111-14	007A	2272	10-11	009/015	060	003 004 005 009 010 011
	BIO111-14	008A	2273	10-12	003/010	030	001 002 004 005 007 008 010
	BIO111-14	009A	2274	10-11	002/010	020	002 003 004 005 007 008 009 010
	TOTAL NUMBER OF TEST	005			038/060	063	
359 48 9359	BIO111-14	001B	8961	09-08	010/010	100	
	BIO111-14	006A	1629	10-05	015/015	100	
	BIO111-14	007A	2319	10-12	015/015	100	
	BIO111-14	008A	2320	10-12	010/010	100	
	BIO111-14	009B	2371	10-13	008/010	080	008 010
	BIO111-14	108B	8966	09-08	009/010	090	002
	TOTAL NUMBER OF TEST	006			067/070	096	
354 66 4904	BIO111-14	001A	8953	09-08	008/010	080	008 010
	BIO111-14	006A	1950	10-07	013/015	086	004 010
	BIO111-14	007A	1951	10-07	012/015	080	001 012 013
	BIO111-14	108B	8954	09-08	010/010	100	
	TOTAL NUMBER OF TEST	004			043/050	086	
335 58 3372	BIO111-14	007A	0526	09-20	014/015	093	013
	BIO111-14	008A	0687	09-22	009/010	090	007
	BIO111-14	009B	1588	10-05	008/010	080	007 008
	TOTAL NUMBER OF TEST	003			031/035	089	
355 66 2941	BIO111-14	001A	1030	09-28	010/010	100	
	BIO111-14	006B	0369	09-17	015/015	100	
	BIO111-14	007B	1028	09-28	013/015	086	005 013
	BIO111-14	008B	2214	10-08	010/010	100	

TESTING CENTER IRREGULARITY REPORT

Any incident or student conduct which may affect the security or administration of an exam should be described in detail on this report form. One copy will remain in the Testing Center files and another copy will be attached to the test.

DATE: _____ TIME OF INCIDENT: _____

REPORTED BY: _____

TEST NUMBER: _____ RECEIPT NUMBER: _____

STUDENT NAME: _____

SOCIAL SECURITY NUMBER: _____

INSTRUCTOR NAME: _____

DESCRIPTION OF IRREGULARITY: _____

_____

_____

_____

TEST PROCEDURE FORM

TEST NUMBER _____ INSTRUCTOR _____

CHECK APPROPRIATE BOX(S) BELOW:

☐ No Calculators	☐ Calculators OK
☐ No Scratch Paper	☐ Scratch Paper OK
☐ No Books	☐ Open Book
☐ No Notes	☐ Open Notes
☐ Do Not Write On Test	☐ Authorize Blank Paper
☐ Mail Completed Test to Instructor	☐ Hold Completed Test for Pick-Up

Further Instructions _____

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_____

Bibliography

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